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# ENG 1001G-023: Composition and Language

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*Eastern Illinois University*

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ENG 1001G Composition and Language  
Instructor: L. A. Berry (Ms Berry or Ms B)  
Office Hours: 10:50-12:20, 1:45-2:45 TTH Coleman 3836  
Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

**Required Text/Materials:**

Goshgarian, Gary. *The Contemporary Reader*

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing*. Boston: Bedford/St. Martin's, 2012.

Post-it™ notes

**Catalog Course Description:**

Graded (A, B, C, N/C) A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

**My Personal Course Description:**

Assignments are designed to improve ability to read critically, summarize college level articles accurately, synthesize ideas and arguments from multiple sources, and contribute to academic “conversations.” Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level\*.

**\* Consistent with the Policy on Credit Earned at Eastern Illinois University:**

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

**EIU Policy on Attendance**

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work ([110 ILCS 122/](#)); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

**My Personal Attendance Policy:**

Work done in-class cannot be made up. Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons. Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation. Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity. Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.

You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable.

Absences not eligible for make-up privileges will result in the loss of one point.

### Assignments in this course require you to:

Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)  
Seek and gather data, information, and knowledge from experience & texts. (Critical Thinking Goal 2)  
Understand, interpret and critique relevant information & knowledge. (Critical Thinking Goal 3)  
Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)  
Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)  
Create defensible arguments. (Critical Thinking Goal 6)  
Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing & Critical Reading Goal 1)  
Craft cogent defensible analyses, evaluations, and arguments. (Writing & Critical Reading Goal 2)

Produce essays that are well-organized, focused, and cohesive. (Writing & Critical Reading Goal 3)  
Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing & Critical Reading Goal 4)  
Understand, question, analyze, and synthesize complex textual sources. (Writing & Critical Reading Goal 5)  
Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing & Critical Reading Goal 6)  
Collect and employ source materials ethically and understand their strengths and limitations. (Writing & Critical Reading Goal 7)  
Appropriately undertake impromptu presentations, debates, and discussions (Speaking and Listening Goal 2)  
Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

### Departmental Policy on Plagiarism

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. **In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.**

### University Policy on Writing Portfolios:

Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/assess/ewpmain.php>.

### University Policy on Academic Integrity—

Students are expected to maintain principles of academic integrity and conduct defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

### University Policy on Students with

**Disabilities**—If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

### University Policy on The Student Success Center—

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581- 6696, or go to 9th Street Hall, Room 1302.

Main Assignments	(minimum length)	Points possible
Self/Friends	(4 pages)	50 points
Synthesis	(4 pages)	100 points
Summary of Edmundson	(3 pages)	50 points
Analysis of webpage	(4 pages)	100 points
Analysis of EIU	(10 pages)	150 points
Participation (discussion & group)		50 points

Final grade: 500-450 = A, 449-400 = B, 399-350 = C, 349 and below = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the advice in writing subsequent papers.

#### Policies/Practices:

- ✚ An un-verified absence or not having your text or the required assignment for class will result in a five-point deduction from your grade. Tardiness or leaving early count will be a two-point deduction.
- ✚ Late papers lose 10 points for each day (or portion thereof) past the deadline
- ✚ Cell phones and other electronics should be absolutely out of sight. Violation results in a 20-point deduction. No mitigating circumstances will be considered.
- ✚ Major assignments must be submitted electronically via Panthermail. Attach a Word document. Name the document using your last name.
- ✚ You must schedule at least one conference prior to the 10<sup>th</sup> week of class; failure to do so results in a 20-point deduction from your grade.
- ✚ There is no extra credit.
- ✚ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the rubric used for assessing the assignment. I will consider the merit of your argument, but there's no guarantee I'll change the grade.

Daily Schedule: You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; **outline or take notes. Homework essays must be typed.**

Aug 25      Go over syllabus and elaborate on goals/expectations for the class.  
Binary thinking/Lenses/close reading/annotation/rhetorical analysis/synthesis

Aug 27      Read 1- 10, 12-15, 29-32 in From Inquiry to Academic Writing (FI) and 1-23 in The Contemporary Reader Bring CR to class  
**Homework essay:** Analyze the advice given by these three writers. Where does it overlap? Which of these techniques have you used and how was it helpful? What advice strikes you as useful? Compare/contrast the way each textbook presents material? Which do you prefer, and why?

Sept 1 Sept 3	Read "Virtual Friendship and the New Narcissism" 260-6 in <u>CR</u> Further discussion of self/friends <b>Homework essay:</b> Write a response to #2 on page 266 CR
Sept 8 Sept 10	Read: "Mirror, Mirror on the Web" 253-8 in <u>CR</u> Read "Crafting Your Image for Your 1000 Friends on Facebook" 279-83 in <u>CR</u> <b>Homework essay: Critical Writing #2</b> on 283 CR
Sept 15 Sept 17	We will continue discussion of previous readings Read 32-9, the annotations on 45-8 and "The Flight from Conversation" 49-52 in <u>FI</u> <b>Homework essay: #1</b> on 52
Sept 22	156, 158-63 <u>PI</u> <b>Homework essay:</b> Choose one of the essays from the text that you've been assigned thus far and do a worksheet for writing a summary as shown in FIGURE 7.1 on 162
Sept 24	Read 164- 181 <u>FI</u> <b>Homework essay:</b> prepare a synthesis worksheet regarding three of the essays assigned so far
Sept 29 Oct 1	DUE: Synthesis essay Peer editing Prior to class Read 236 (Analyzing Visual Rhetoric) – 46 Review 205 – 18 in FI
Oct 6 Oct 8	Writing about visual elements <u>CR</u> 37-44 Discussion of self/friends assignment in class
Oct 13 Oct 15	Examining web sites Create interview/survey questions
Oct 20 Oct 22	Read 295 – 7, Interviewing 307 – 16 Surveying Create interview/survey questions
Oct 27 Oct 29	Peer editing self-friends assignment Interview day
Nov 3 Nov 5	Share survey/interview information Drafts of website analysis for peer editing
Nov 10 Nov 12	Read "On the Uses of a Liberal Education" 389-403 <u>FI</u> Be able to discuss questions 1 and 2 Continue discussion of Edmundson
Nov 17 Nov 19	Final draft of website analysis First draft of Edmundson summary
Thanksgiving	
Dec 1 Dec 3	Discuss/work-on analysis of EIU Discuss/work-on analysis of EIU

Dec 8	EIU analysis due
Dec 10	Evaluation